

DIFFERENT WAYS TO STUDY THE MAP: Interdisciplinary approach in the discipline School Cartography at the University of Brasília, Brazil

Young people today are embedded in complex social contexts and use different forms of texts, images and sounds to communicate and interact. In this way, the semiotic multiplicity of texts and multiculturalism characterize contemporary society and also influences the ways of learning and teaching. Consequently, the school performs its social function by developing activities that instigate students to be critical content producers that involve the various languages, including cartographic. The cartographic language leads to the development of students' spatial reasoning and can be worked in other disciplines of basic education beyond geography, such as mathematics, chemistry, biology and physical education according to Brazilian educational guidelines. In this way, teachers need to learn cartographic concepts in the discipline at the university. This article presents a proposal of cartography teaching presented in the subject School Cartography offered to undergraduate students at the University of Brasília in the year 2016. Some conceptions guided the work of this discipline, the first was the understanding of the people involved in the learning progress, teacher and student, as active actors in the construction of their spatial reasoning. In this way, the classroom was considered a social space that undergoes changes provoked by the subjects involved. Second, the dialogic and reflective character of the activities served as a basis for the construction of spatial reasoning during the exercises of the future teachers. Initially, students from different courses were divided into five groups according to levels of education in Brazil: kindergarten (3 to 6), elementary school (7 to 13 years), high school (13 to 18 years), youth and adult education (above 18 years) and special education (special needs). In the groups, they performed practical exercises, debates and research that were complemented in three moments: 1. practice of twelve classroom activities that aimed at the elaboration, construction of spatial concepts such as location, distribution, extension, distance, position, scale, region, place, network, arrangement and configuration; 2. Organization of the activities in the teacher's notebook, with the description of the study on the spatial representations and conclusions of the group of the concepts involved; 3. academic research of scientific articles that based the concepts worked within the specificity of the modality of basic education chosen by the group. At the end, the students shared its objectives, associated with the level of education. The proposals presented the association of the theoretical content related to the cartography applied to the areas of student training. The models of reality representation, which used the principles of spatial orientation, object observation, mock-building, maps, and sketches were re-established in the light of those specificities. We understand that the final works of these students reinforced the importance of Cartography in contemporary education and attested its interdisciplinary character in that it enabled the formation of spatial thinking, common to the various disciplinary fields.

Keyword (s): Cartography, Basic education, undergraduate courses